

<b>Theme: Extreme Earth</b>		<b>Year: 4/5/6</b>			<b>Main concepts: Science and Geography</b>				
<b>What should children already know?</b>								<b>What will the children learn?</b>	
<p><b>Children should be able to:</b>                  Recognise and name countries, seas and oceans on a world map.                  Understand about the seasons and natural weather occurrences.                  Explain about climates and biomes in different regions around the world.                  Be aware of different habitats.                  Have a knowledge of some environmental issues and their impacts on people, places and animals.</p>								<p>By the end of this topic the children should be able to:</p> <ul style="list-style-type: none"> <li>Describe the properties of the Earth's layers.</li> <li>Explain how a volcano is formed.</li> <li>Describe what happens when a volcano erupts.</li> <li>Describe some risks and benefits of living near a volcano.</li> <li>Explain why earthquakes occur.</li> <li>Explain how tsunamis occur.</li> <li>Explain how to keep safe in a tsunami.</li> <li>Explain where tornadoes happen.</li> </ul>	
<b>Key vocabulary</b>									
volcano	Fault line	crust	magma	Transform fault	Richter scale	Aid worker	famine	Aid agency	
earthquake	tornado	mantle	Ring of Fire	Thrust fault	Mercalli scale	rescue	drought	climate	
tsunami	Inner core	crater	convergent	Rift zone	rotate	disaster	poverty	Climate change	
Tectonic plates	Outer core	conduit	divergent	Strike slip	funnel	aftermath	Topical issue	Carbon footprint	
<b>Geographical skills and fieldwork</b>									
<p>Locate the world's countries, concentrating on its environmental regions and key physical characteristics.                  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region elsewhere.                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.                  Describe and understand key aspects of: physical geography, including: rivers and the water cycle, mountains and earthquakes; human geography including the distribution of natural resources including minerals and energy (link with eco power)                  Identify the position and significance of the Arctic and Antarctic Circle.</p>									
<b>Scientific skills</b>					<b>Transferable skills</b>				
<p>To explain how tornadoes are formed                  Make and record careful observations                  Make an erupting volcano by creating gas                  Hypothesize on the variables need to create the best eruption</p>					<p>During this theme, children will continue to develop and expand their use of the following transferable skills:  <u><b>Personal Effectiveness</b></u>                  *Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)                  *Resilience (including self-motivation, perseverance and adaptability)                  *Self-regulation (including promotion of a positive growth mindset and managing emotions and impulses)                  *Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence                  *Recalling and applying knowledge creatively and in new situations  <u><b>Interpersonal and Social Effectiveness</b></u>                  *Empathy and compassion (including impact on decision making and behaviour)                  *Respect for others' right to their own beliefs, values and opinions                  *Teamworking                  *Leadership skills                  *Presentation skills                  *Recognising, evaluating and utilising strategies for managing influence  <u><b>Managing Risk and Decision Making (integral to above)</b></u>                  *Identification, assessment and management of positive and negative risk to self and others                  *Formulating questions (as part of enquiring approach to learning and assessing value of information)                  *Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)                  *Assessing the validity and reliability of information                  *Identify links between values and beliefs, decisions and actions                  *Making decisions</p> <p>(Essential skills and attributes taken from the PHSE Association POS 2017)</p>				
<b>English curriculum links</b>									
<p>Use information texts and the internet to research and record information about a topic                  Write a newspaper account, letter and persuasive text                  Use headings and sub-headings to organise information in writing                  Understand how natural disasters affect characters in texts                  Write a character profile from 'Running Wild' by Michael Morpurgo and a profile of the author                  Write and perform role-play of a part of the book and perform poems from memory</p>									
<b>Mathematics curriculum links</b>									
<b>PHSE &amp; Values</b>									
<p>Core theme 1 - Health &amp; Wellbeing                  H2, H8, H9, H10, H11, H12, H16, H21, H23                  Core theme 2 – Relationships                  R1, R7, R10, R11, R12                  Core theme 3 – Living in the wider world                  L1, L2, L3, L4, L7, L8, L9, L10, L12, L13, L15, L17, L18                  Objectives taken from the PHSE Association POS 2017</p>									
<b>RE Links</b>					<b>Computing</b>				
Links to creation stories and caring for the Earth.					Use the internet for research Complete safe searches and choose relevant information Use software to produce a digital presentation including text and pictures				
<b>Art</b>					<b>DT</b>				
Create animal patterns and paintings of endangered animals Create representations of 'The Great Wave Off Kanagawa' by Katsushika Hokusai					Choose and use appropriate materials to create a representation of a volcano				